
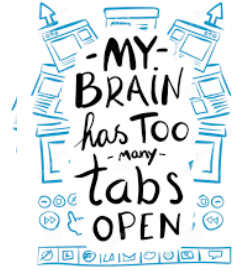


PLC PERTH

A School Psychologist's Guide to Cultivating Wellbeing in Education




**Laura Allison**  
Director of Wellbeing  
(BSc, BPsych, MPsych, ProfCertEd(PosEd))







Professor Lea Waters




LEARNING OBJECTIVES

- ♦ Rationale for wellbeing
- ♦ Wellbeing framework
- ♦ Structure for wellbeing in education
- ♦ Pathways to wellbeing
- ♦ Strategies for practice
- ♦ Slides available at:



WHAT WOULD YOU LIKE TO GET OUT OF TODAY FOR IT TO HAVE BEEN WORTH YOUR TIME?



## STATUS QUO

- ❖ One in every five Australians experience a mental illness each year (ABS, 2009)
- ❖ One in four 16 to 24 year olds experiencing a mental health disorder in a 12 month period. (ABS, 2007).
- ❖ Roughly 75% of mental illness and substance abuse disorders emerge before 25 years of age, Half of all lifetime cases of mental illness begin by age 14 (Kessler et al, 2007).
- ❖ 1 in 4, 16/17 year old girls have self harm (Lawrence et al, 2015)
- ❖ Suicide is currently the leading cause of death in Australia for those aged 15 – 24 with 362 deaths recorded in Australia for this age group in 2014 (AIHW, 2015).
- ❖ in the average Year 12 classroom, one young person would have attempted suicide. (AIHW, 2007).

Depression is the leading cause of disability worldwide and projected to be the **LEADING CAUSE OF THE DISEASE BURDEN GLOBALLY** by 2030 (World Health Organisation, 2015).



## TREATMENT

- ❖ Mental health is one of Australia's nine National Health Priority Area (Australian Institute of Health and Welfare, 2013).
- ❖ The Australian Psychological Society (2012) recommended that the student: psychologist ratio should not exceed 500 students for one full time psychologist.
- ❖ In Australia approximately 14% of children and adolescents have mental health problems and only one in four receives professional help (De Jong & Griffiths 2008).
- ❖ Only 23 % of those aged 16 – 24 years who experienced a mental disorder in the preceding 12 months accessed health services (AIHW, 2011).
- ❖ 70% of young women and 80% of young men who experience a mental illness are receiving no help at all. (Slade et al, 2009).

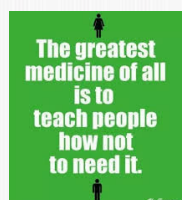
## WORKPLACE DISTRESS

- ❖ 1<sup>st</sup> biggest risk factor: feeling overworked
- ❖ 2<sup>nd</sup> biggest risk factor: feeling undervalued



- ❖ "When teachers become burned out, or worn out, their students' achievement outcomes are likely to suffer because they are more concerned with their personal survival." (Hattie, 2013)
- ❖ "You can't expose kids to languishing adults and expect them to flourish" (Keyes, 2002)

## INNOCULATION STRATEGY

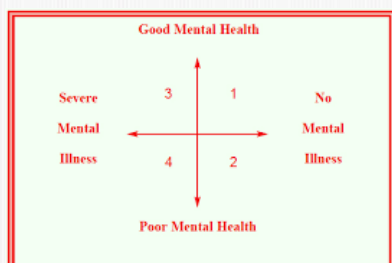


HEALING

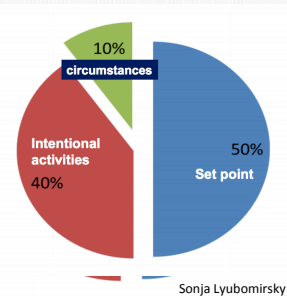


WELLNESS

## TWO FACTOR MODEL



## DETERMINANTS OF HAPPINESS



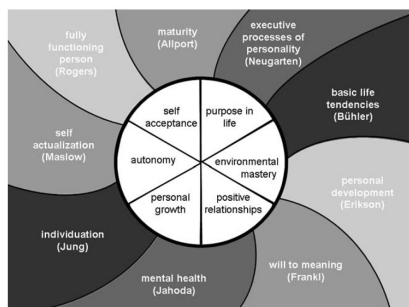
## WELLBEING



## WHAT IS WELLBEING?

The combination of feeling good,  
functioning well and doing good for  
others

(Rusk and Waters, 2015)

Ryff and Singer (2008) Core Dimensions  
of Psychological Wellbeing

## Rath and Harper (2010) Five Essential Elements of Wellbeing



### Seligman (2012) PERMA

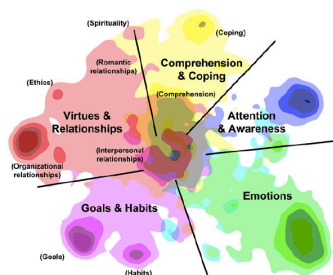


### New Economic Foundation



### 5 Ways to Wellbeing

### Rusk and Waters (2015) 6 Domains of Positive Functioning



### OUTCOMES

- ♦ Increased social and emotional skills
- ♦ Decreased emotional stress
- ♦ Reduced anxiety/ depression
- ♦ Increased positive mood
- ♦ Function and cope better
- ♦ Increased resilience
- ♦ Increased connection
- ♦ Improved attitude
- ♦ Increased motivation
- ♦ Increased creativity
- ♦ Better concentration
- ♦ Increased life/ job satisfaction
- ♦ Increased engagement to learning/ work

### ACADEMIC PERFORMANCE

- ♦ Meta Analysis of 213 studies (270, 034 students) found an average 11 percentile point increase in academic achievement in schools with social and emotional learning programs (Durlak et al, 2011).
- ♦ Study of schools that taught positive education found that two years later the well being of the students was significantly higher and the standardized test results of the students was also significantly higher (Adler, 2015).

### WORKPLACE OUTCOMES


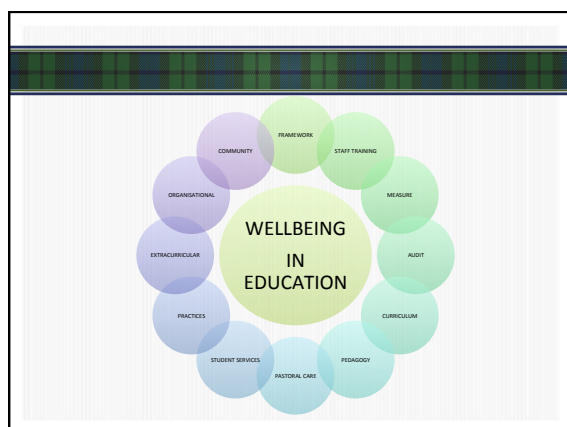
- ♦ Lower absenteeism
- ♦ Improvement in communication, morale and tone
- ♦ Increased job satisfaction
- ♦ Better relationships
- ♦ Greater level of meaning and purpose in work
- ♦ More productive
- ♦ Businesses that implement effective mental health strategies will more than double their investment, receiving an average return of \$2.30 for every \$1 invested (PricewaterhouseCoopers, 2014).



## WELLBEING IN EDUCATION




## WHAT'S WORKING IN THE AREA OF WELLBEING AT YOUR SCHOOL?


## STUDENT VOICE

- Student Wellbeing Reference group
- Student leadership



PLC Wellbeing Captain

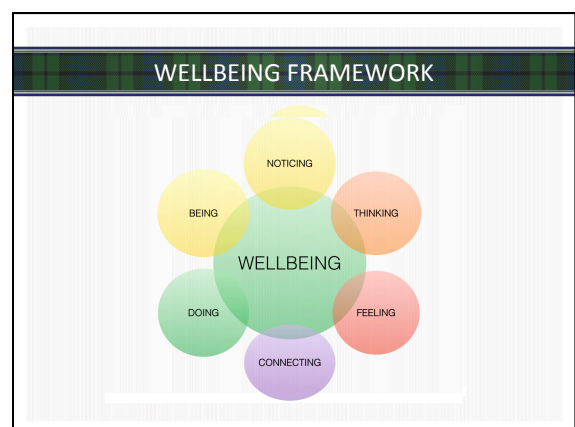
Ladder of Student Involvement in Schools



8. Student/Adult Equality
7. Completely Student Driven
6. Student/Adult Equality
5. Students Consulted
4. Students Informed
3. Tokenism
2. Decoration
1. Manipulation

Adapted by Adam Rickard (2012) from work by Roger Hart, et al. (2004)

## CREATING ORGANISATIONAL READINESS

## MEASURE AND EVALUATE

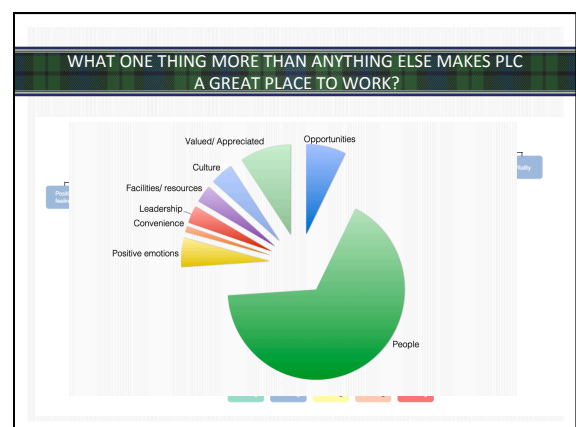
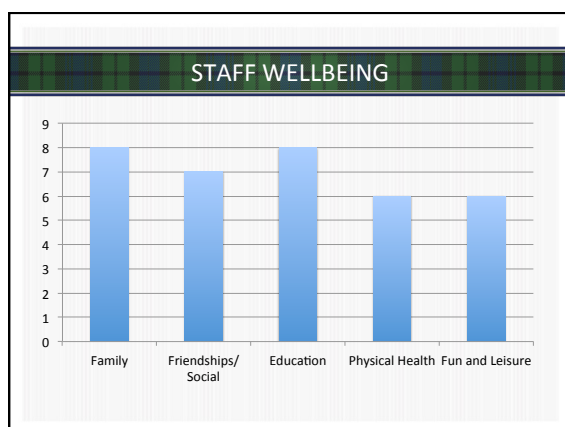
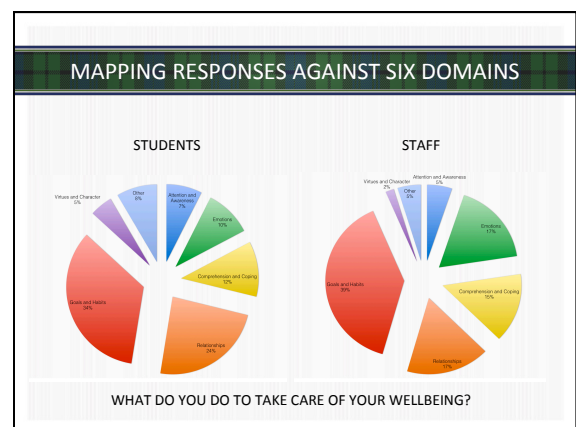
<ul style="list-style-type: none"> <li>WELLBEING MEASURES</li> <li>Wellbeing Profile</li> <li>EPOCH</li> <li>Assessing Wellbeing in Education (AWE)</li> <li>Gallup</li> </ul>	<p>SCHOOL DATA</p> <ul style="list-style-type: none"> <li>Staff/ student absences</li> <li>Staff/ student retention</li> <li>Detentions/ suspensions</li> <li>Presentation to Health Centre</li> <li>Academics</li> </ul>
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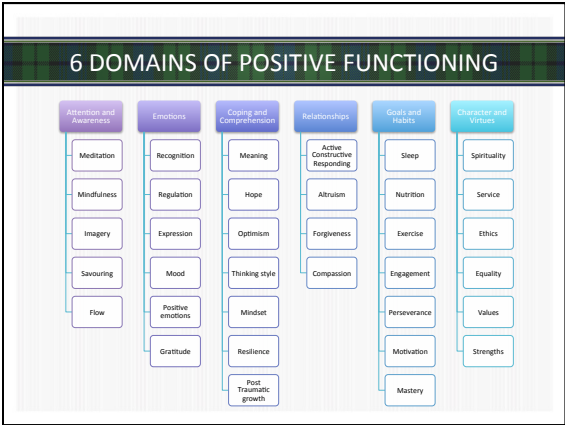
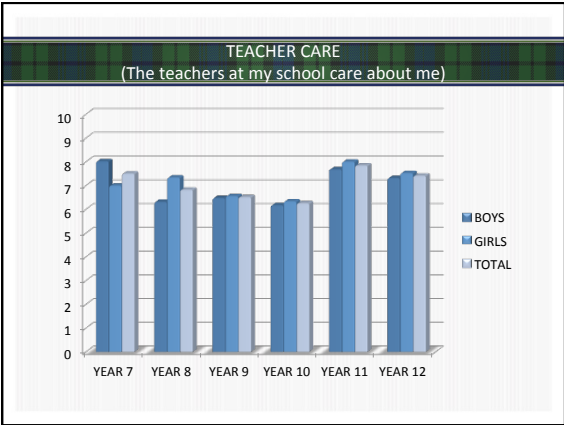
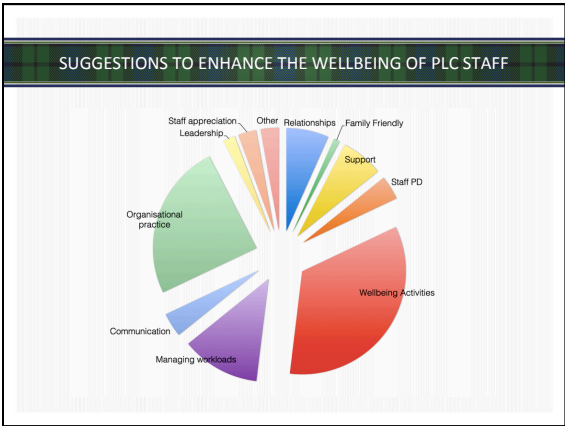
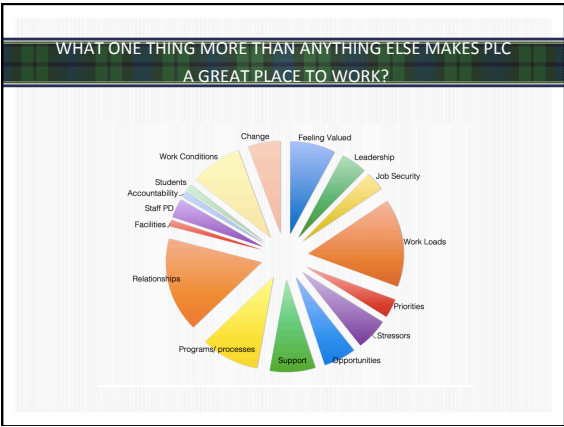
## WHAT IS WELLBEING?

A word cloud on a dark background. The most prominent words are 'healthy', 'mental', 'physical', 'emotional', and 'being'. Other visible words include 'balance', 'happiness', 'comfortable', 'spiritual', 'state', 'life', 'happy', 'well', 'work', 'after', 'safe', 'need', 'feeling', 'time', 'feel', 'yourself', 'about', 'day', 'emotionally', 'personally', 'social', 'mentally', 'ensuring', 'doing', 'people', 'self', 'time', 'feel', 'being', 'health', 'day', 'emotionally', 'about', 'emotional'.

## WHAT DO YOU DO TO TAKE CARE OF YOUR WELLBEING?

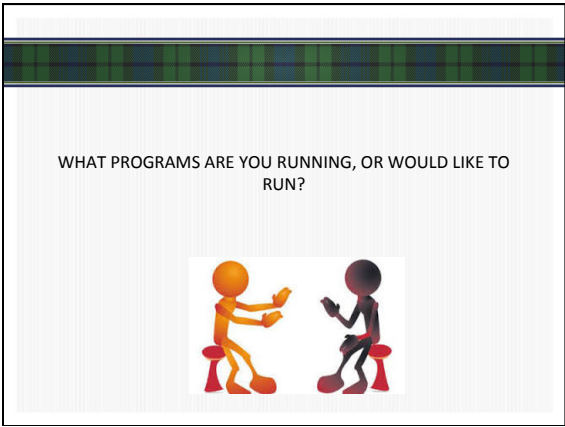
A word cloud on a light blue background. The most prominent words are 'time', 'exercise', 'well', 'things', 'life', 'like', 'something', 'healthy', 'school', 'always', 'sometimes'. Other visible words include 'myself', 'take', 'try', 'hours', 'mindfulness', 'need', 'help', 'about', 'maintain', 'music', 'one', 'night', 'know', 'others', 'healthy', 'read', 'own', 'family', 'sleep', 'work', 'spending', 'etc', 'find', 'care', 'spend', 'husband', 'heep', 'love', 'people', 'eat', 'doing', 'diet', 'most', 'talk', 'listen', 'balance', 'eating', 'lot', 'much', 'children', 'possible', 'before', 'feel', 'watch', 'food', 'stay', 'every', 'around', 'home', 'dog', 'some', 'least', 'right', 'during', 'day', 'make', 'beach', 'positive', 'just', 'laugh', 'ensure', 'regularly', 'play', 'yoga', 'all', 'week', 'enough', 'stress', 'other', 'sport', 'working', 'enjoy', 'happy', 'good', 'being', 'activities', 'best', 'great', 'something', 'healthy', 'school', 'always', 'sometimes'.

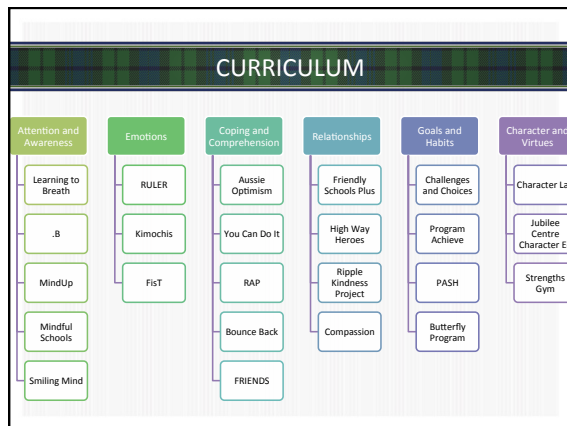




AUDIT

Topic	Learning Area	Year Group	Curriculum content	Number of lessons	Resources or programs utilized	External Providers	Other comments
Focus / Attention / Mindfulness / Mindfulness / Savouring							
Looking for the good / positive detective							
Thinking and feeling / explanatory style / Thinking time							
Hope / Optimism							
Purpose and Meaning							
Resilience							
Grief and Loss							
Emotional intelligence							
Increasing pleasant emotions							
Managing unpleasant emotions							
Emotional intelligence							
Positive emotions							
Managing negative emotions							





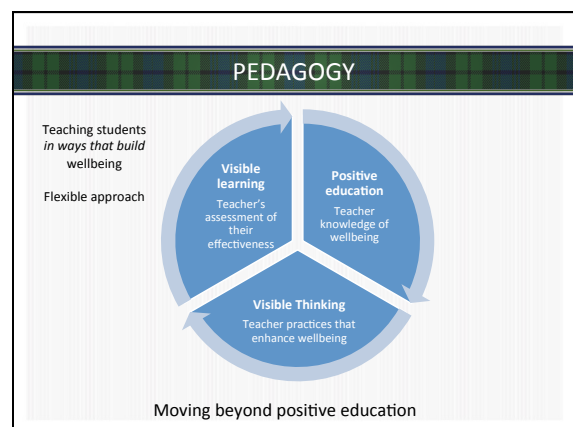
### EFFECTIVE SOCIAL AND EMOTIONAL PROGRAMS

- ❖ They were taught over many years rather than just once.
- ❖ They repeated basic lessons through the grades as students abilities to comprehend grew.
- ❖ They emphasized the school as a community and they reached out to families.
- ❖ They all taught a common core of abilities.



(Goleman, 2015)


### COVERT CURRICULUM

❖ Positive turn in the curriculum


### PRACTICES



Please enjoy this small act of kindness from a member of the PLC Community. I hope this brightens your day.

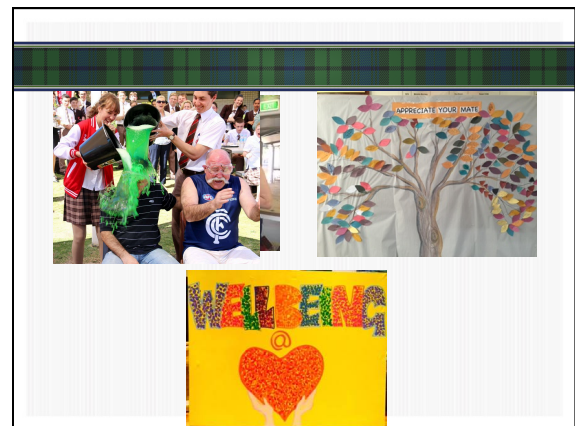
*You don't need a reason to help people - Charles Dickens*



### KINDNESS ADVENT CALENDAR

24 A	Topic	Learning Aims	You Group	Curriculum context	Number of lessons	Resources or program utilized	External resources	Other comments	Display
1	Focus: Attention/ Motivation/ Mindfulness/ Surviving								created
2	Focus: Looking for the good/ positive thinking/ Thinking attribution/ explanatory model/ Thinking steps/ Hope Optimism								11
3	Focus: Purpose and Meaning								20
4	Focus: Resilience								20
5	Focus: Grief and Loss								20
6	Focus: Emotional intelligence								20
7	Focus: Managing unpleasant emotions								20
8	Focus: Managing unpleasant emotions								20

STAFF MENTAL HEALTH WEEK 2015					
	MONDAY 21st September	TUESDAY 22nd September	WEDNESDAY 23rd September	THURSDAY 24th September	FRIDAY 25th September
DAILY ACTIVITY	<b>THANK</b> Appreciate a Mate	<b>PRIDE</b> Be Mindfulness	<b>GIVE</b> Donate to helpspace	<b>KNOW</b> Share jokes	<b>PRAY</b> Faith Formation Day
BEFORE SCHOOL		<b>MINDFULNESS SESSION</b> Chris Eke Dance Workshop 8.00am		<b>WALK AND TALK GROUP</b> All persons Gym 7.30am	
LUNCH	<b>SPEED FRIENDING AND CONNECT FOUR</b> Staff Room	<b>HEALTH CHECK</b> Sarah Staff Room	<b>CONCERT AND SLIME</b> Oval	<b>COMEDY SCREENING</b> Auditorium	
AFTER SCHOOL	<b>CUPCAKE DECORATING CLASS</b> The Cake Studio Home Ec 3.45pm - 4.45pm	<b>SELF DEFENCE CLASS</b> Kathryn Oval 3.45pm - 5.00pm	<b>JEWELLERY MAKING CLASS</b> Jack Williams 1 and 2 Room 3.45pm - 4.45pm		<b>MASSAGE</b> Social Club After school drink
EVENING		<b>PARENT NIGHT</b> (STAFF WELCOME) Promoting positive mental health and wellbeing in children and adolescence			
ALL WEEK	WHOLE SCHOOL ART PROJECT    WELLBEING PHOTO COMP    STAFF KNOCK OUT TABLE TENNIS COMP    STAFF FRUIT BOWL				



### ORGANISATIONAL

- ❖ Governance
- ❖ Strategic planning
- ❖ Policies
- ❖ Leadership
- ❖ Recruitment
- ❖ Performance appraisals
- ❖ Positive Organisational behaviour
- ❖ Positive Organisational scholarship



## ATTENTION AND AWARENESS

### ATTENTION AND AWARENESS

- ❖ ATTENTION
  - ❖ Mediation practices are classified according to two main types (FA) FOCUSED ATTENTION and (OM) OPEN MONITORING. (Lutz et al, 2008)
- ❖ OBJECT
  - ❖ Internal or external focus
- ❖ ATTITUDE
  - ❖ Imbue with positive emotional qualities
- ❖ FORM
  - ❖ Physical posture





## MINDFULNESS

- ❖ Helps you sleep better
- ❖ Eases pain
- ❖ Improves ability to focus
- ❖ Reduces anxiety and stress
- ❖ Improves mood
- ❖ Helps you heal faster and live longer

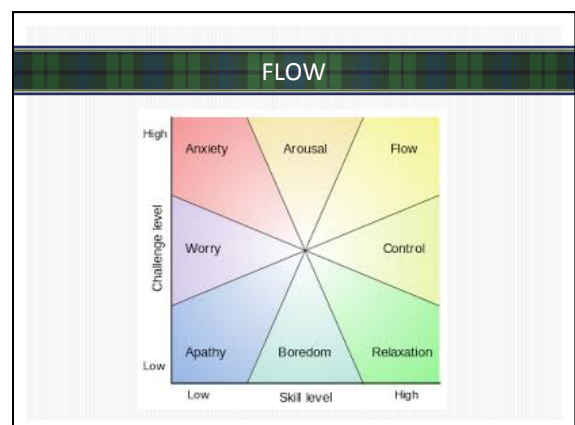
- ❖ Glitter Jars
- ❖ Breathing Buddies
- ❖ Sitting Still Like A Frog



## FLOW

- ❖ High concentration – complete immersion in what you are doing.
- ❖ Temporary cessation of the concerns of every day life.
- ❖ A sense of control, a freedom from worry about failure.
- ❖ Lost in the moment.
- ❖ Might lose awareness of hunger or aching muscles.
- ❖ A sense of transcendence, of having moved beyond limitations.
- ❖ A distortion of time.
- ❖ The goal of the activity is to do it.

(Csikszentmihalyi, 2013)



## SAVOURING

- ❖ The practice of attending to the joys, pleasures, and other positive feelings that we experience in our lives.
- ❖ Savouring involves placing your attention on positive events and positive feelings as they occur. It is about appreciation the present moment.
- ❖ Boosts optimism, life satisfaction, reduces stress and negative emotions.
- ❖ We can savour the past - by reminiscing, savour the future - through positive anticipation or savour the present - by practicing mindfulness.

# EMOTIONS

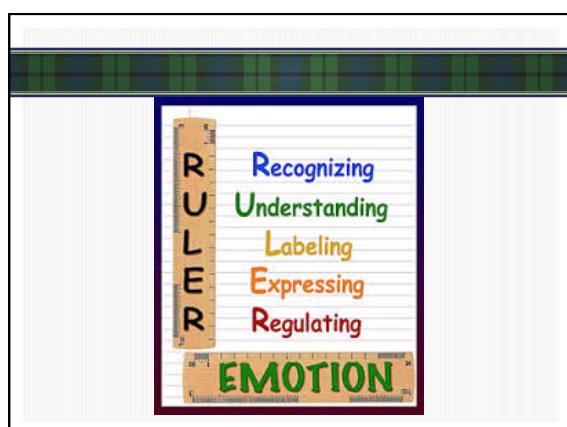


## EMOTIONS

Emotions influence everyday life, including:

- ❖ Attention, memory, and learning
- ❖ Decision making and judgment
- ❖ Relationship quality
- ❖ Physical and mental health
- ❖ Everyday effectiveness and performance

(Brackett, 2015).



Enraged	Furious	Frustrated	Shocked	<b>M</b>	Surprised	Upset	Motivated	Excited
Livid	Righteous	Nervous	Restless	<b>O</b>	Hyper	Chaotic	Inspired	Elated
Fuming	Apprehensive	Worried	Annoyed	<b>O</b>	Energized	Lively	Optimistic	Thrilled
Regretful	Troubled	Uneasy	Peevish	<b>D</b>	Relaxed	Joyful	Proud	Blissful
<b>M</b>	<b>O</b>	<b>O</b>	<b>D</b>	<b>M</b>	<b>E</b>	<b>T</b>	<b>E</b>	<b>R</b>
Disgusted	Disappointed	Clumsy	Ashamed	<b>E</b>	Blessed	At Ease	Content	Fulfilled
Worried	Alarmed	Miserable	Apologetic	<b>T</b>	Humble	Secure	Chill	Grateful
Intimidated	Excluded	Tired	Drained	<b>E</b>	Calm	Satisfied	Relaxed	Carefree
Alone	Down	Bored	Tired	<b>R</b>	Relieved	Restful	Tranquil	Severe

## LABELING EMOTIONS

- ❖ Having and using a sophisticated vocabulary to describe the full range of emotions
- ❖ Name it to tame it
- ❖ It builds self-awareness
- ❖ It helps to create a “mental model” for different emotions (e.g., what disappointment and anger look like so we can identify when they exist)
- ❖ It helps us to communicate our needs and reduce miscommunication
- ❖ It helps us think about how to regulate the emotion

## REGULATING EMOTIONS

- ❖ Emotion Regulation involves having goals to:
  - ❖ Prevent an unwanted emotion (avoid anxiety before a test)!
  - ❖ Reduce an unwanted emotion (decrease hostility toward a classmate)!”
  - ❖ Initiate a desired emotion (generate empathy for a peer in need)!”
  - ❖ Maintain an emotion (hold onto pride about your accomplishment)!”
  - ❖ Enhance an emotion (boost self-confidence before a sports event)!

### SHORT TERM REGULATING

- ♦ Breathing
- ♦ Mindfulness/relaxation
- ♦ Positive self-talk
- ♦ Positive reappraisal
- ♦ Acceptance
- ♦ Visualization
- ♦ Distraction (short-term)
- ♦ Physical space/distance

### LONGER TERM

- ♦ Meditation
- ♦ Spirituality
- ♦ Healthy eating
- ♦ Better sleep habits
- ♦ Exercise (running, walking, yoga)
- ♦ Constructive activity (reading, cooking, painting)
- ♦ Entertainment (music, television,
- ♦ Finding support from others
- ♦ Focusing on solving the problem
- ♦ Working hard to achieve a goal
- ♦ Modifying the situation
- ♦ Shifting or changing the goal
- ♦ Taking action for a cause or social issue
- ♦ Seeking professional counseling

### PANAS

**PANAS Questionnaire**  
This scale consists of a number of words that describe different feelings and emotions. Read each item and then list the number from the scale below next to each word. Indicate to what extent you feel this way right now, that is, at the present moment *OR* indicate the extent you have felt this way over the past week (circle the instructions you followed when taking this measure)

1 Very Slightly or Not at All	2 A Little	3 Moderately	4 Quite a Bit	5 Extremely
_____	_____	_____	_____	_____
1. Interested	_____	11. Irritable	_____	
2. Distressed	_____	12. Alert	_____	
3. Excited	_____	13. Ashamed	_____	
4. Upset	_____	14. Inspired	_____	
5. Strong	_____	15. Nervous	_____	
6. Guilty	_____	16. Determined	_____	
7. Scared	_____	17. Attentive	_____	
8. Hostile	_____	18. Jittery	_____	
9. Enthusiastic	_____	19. Active	_____	
10. Proud	_____	20. Afraid	_____	

♦ Watson, D., Clark, L. A., & Tellegan, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology*, 54(6), 1063–1070.

### BROADEN AND BUILD

- ♦ Emotions are purposeful
- ♦ Flight, Fight, Fright: much more focused on ourselves, narrow focus
- ♦ Positive emotions: when feeling good we broaden our focus
- ♦ Cognitive benefits – increased creativity, more accurate brain storming, seeing the larger picture

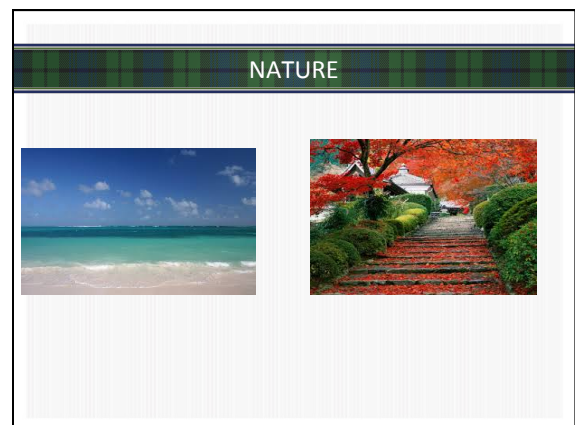
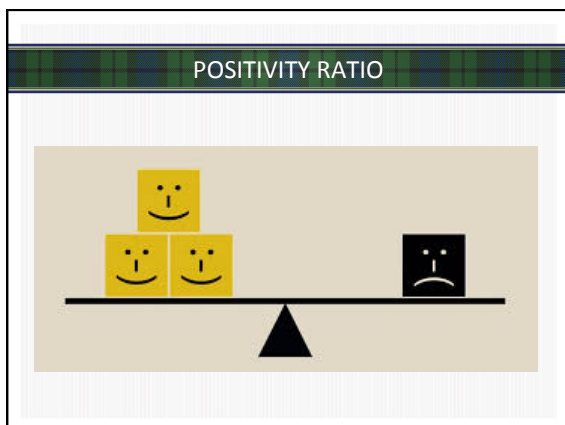
### THE UNDO EFFECT

♦ Pleasant emotions undo the physiological after effects of unpleasant emotions.

1 anxiety-provoking situation  
2 short film shown  
3 cardiovascular recovery

0 10 20 30 40 50  
time (seconds)

### THE TETRIS EFFECT



### 3 GOOD THINGS

- ♦ Write down 3 good things that have happened this week.
- ♦ What was this good thing?
- ♦ Why did this good thing happen?
- ♦ What does this good thing mean to you?
- ♦ What you can do tomorrow to enable more of this good thing?
- ♦ What ways do you or others contribute to this good thing?

### BUCKET FILLERS



### POSITIVE DETECTIVE CAMPAIGN



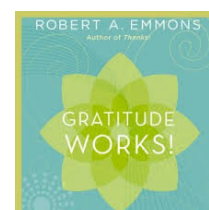
<https://positivedetective.com>

### GRATITUDE

- ♦ The practice of gratitude can increase happiness levels by around 25%.
- ♦ People who kept gratitude journals on a weekly basis exercised more regularly, reported fewer physical symptoms, felt better about their lives, and were more optimistic about the upcoming week.
- ♦ Cultivating gratitude brings health benefits such as longer and better quality of sleep.
- ♦ Gratitude helps you recover more quickly from stress, adversity and trauma.
- ♦ One of the strongest predictors of positive mental health.

### GRATITUDE

- Gratitude Journal
- Gratitude letter
- Gratitude photos
- Daily thank you text or email





## COPING AND COMPREHENSION

### NEGATIVITY BIAS

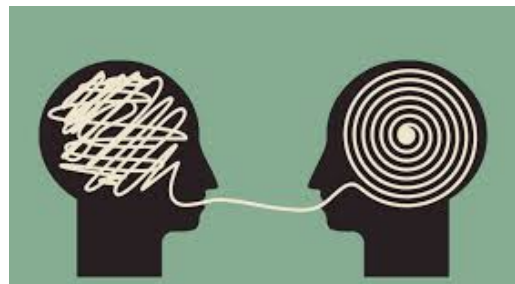
**negativity bias** is the psychological phenomenon by which humans pay more attention to and give more weight to negative rather than positive experiences or other kinds of information.



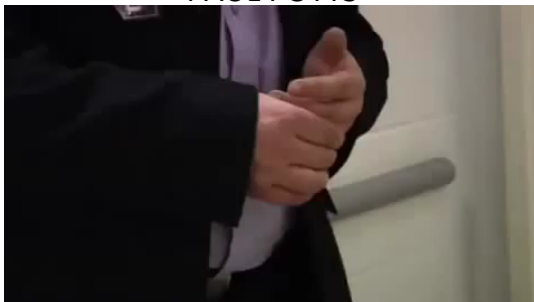
### AMYGDALA HIJACKS



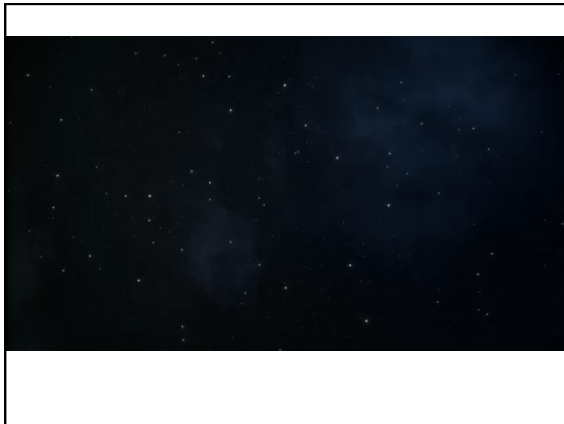
### THINKING TRAPS



### PAUL POTTS



**P** psychological  
**F**irs **+** **A**id



## HOPE

- ❖ Hope can lead to a 14% bump in workplace outcomes and 10% boost in happiness
- ❖ Hope gives us the energy to make things happen
- ❖ When asked to imagine their future in an optimistic light participants increased their levels of happiness over the next six months
- ❖ Hope is linked with
  - ❖ Academic achievement
  - ❖ Athletic achievement
  - ❖ Physical health
  - ❖ Psychological adjustment
  - ❖ Perceived competence
  - ❖ Self esteem
  - ❖ Life satisfaction

## HOPE PLANS

- ❖ HOPES
- ❖ PATHWAYS
- ❖ OBSTACLES
- ❖ RESOURCES

- ❖ If we have our own why of life, we shall get along with almost any how' (Nietzsche, 1976)

## MEANING AND PURPOSE

- |                             |                         |
|-----------------------------|-------------------------|
| ❖ Parenting                 | ❖ Recreation            |
| ❖ Family                    | ❖ Spirituality/Religion |
| ❖ Friendships/Socializing   | ❖ Physical Health       |
| ❖ Education/Personal Growth | ❖ Helping Others        |
| ❖ Career                    |                         |

When we engage in activities that are meaningful to us, we're more inspired, satisfied, motivated and happy. We're more self-confident, we have a greater sense of purpose, and we feel more connected. We're better able to handle life's challenges.

- ❖ 'As humans we actually require a sense of meaning to thrive' *Ed Deiner*
- ❖ Meaning in life, refers to your ability to perceive yourself and the world as worthwhile and valued, identify a unique niche, and establish a valued life purpose.
- ❖ Searching for meaning later in life is associated with higher distress and lower wellbeing.
- ❖ People experience meaning when they:
  - ❖ Understand and accept themselves
  - ❖ Understand the world around them
  - ❖ Understand where they fit within the world and with others. (Steger et al)

## PURPOSE

- ❖ The identification of valued, overarching goals which provide fulfilment and help people to grow and attain their potential. (Steger and Duncan, 2008)
- ❖ Searching for purpose was associated with high life satisfaction for adolescents and emerging adults but not for 25+ adults.

## RELATIONSHIPS

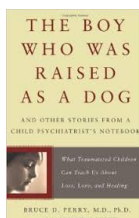


## RELATIONSHIPS

- Good relationships keep us happier and healthier.
- People who regularly spend about a quarter of their hours each day with family or friends are 12 times as likely to report feeling joyful rather than feeling stressed or anxious.
- Having a robust social network is linked to positive health factors, including a longer life.

## EVOLUTION

- We have a deep biological need for connection
- Attachment
- Care giving circuitry



## LONELINESS

Social isolation is a risk factor for depression, substance abuse, suicide, and other symptoms of mental ill-health (Hassed, 2008).

Social pain triggers the same neurons and chemical responses in our brain as physical pain.



## KINDNESS

- Kindness is contagious: upstream reciprocity
- Inspires more kindness
- The Helper High: Doing good, feels good.
- Lowers anxiety and blood pressure: protects the heart
- Ongoing kindness increases happiness
- Self kindness



## SELF COMPASSION

Being kind, caring and compassionate to yourself  
 Seeing our imperfections as part of the shared human condition  
 Being able to be aware of our suffering and seeing it in a balanced manner  
 Self compassion has all the benefits of self esteem without the negatives  
 Positively linked with less anxiety, depression, rumination, lower cortisol, higher mastery, coping, wellbeing, improves relationships

## POSITIVE RELATIONSHIP BEHAVIOURS

- Communicating
- Appreciating
- Being aware
- Savouring time
- Gratitude
- Valuing
- Affirming
- Subtracting



## POSITIVE COMMUNICATION STYLE

- Good news does not always mean big news
- These people might share many good things with us but we may only acknowledge the 'big' things.
- This means we miss opportunities to celebrate the small positives of daily life.
- Responses to 'bid for attention' are a key indicator of relationship health.
- Responses from others perceived to be active and constructive were associated with emotional well-being (positive affect and life satisfaction), better relationship quality and higher intimacy.
- Positive conversations produce oxytocin

## ACTIVE CONSTRUCTIVE RESPONDING

	Active	Passive
Constructive	Enthusiastic support Eye Contact Authentic Great news! I know you'll do it. How do you feel?	Low Energy Delayed Response Quiet Oh cool, that's nice... good for you.
Destructive	Quashing the event! Dismissive Demeaning I don't believe you! It sounds stressful.	Turns focus inward Avoiding Ignore Speaker Huh. Well, I just got a new video game.

### ACR TIPS

- Take the time to listen when good things happen.
- Be in the moment when communicating.
- Avoid early jump ins. Listen to the person before you offer advice or share your own story.
- Be genuine and authentic.
- Reflect sincere congratulations and empathetic support.
- Ask questions. Give the person the chance to relive the experience in detail.
- Ask people about things that you know are important to them.

(Peterson, 2010)

### PARTNER UP



## GOALS AND HABITS

### SELF DETERMINATION THEORY (Deci and Ryan)

- ❖ Competence – mastering the environment and outcome
- ❖ Relatedness – to interact and connect with others and belong
- ❖ Autonomy - having free will when doing something, acting out of own interest and values

### BEST POSSIBLE SELF

- ❖ Possible selves (Markus & Nurius, 1986) motivational cognitive constructs that give form and meaning to people's hopes and fears about what they might become in life, generating incentives and goals for future behavior.
- ❖ Reflecting on one's 'best possible' future self is linked to SWB (King, 2001).

### YOUR BEST POSSIBLE SELF

- ❖ HOME
- ❖ WORK
- ❖ FRIENDS
- ❖ PARENT
- ❖ RELATIONSHIP



## APPRECIATIVE INQUIRY

- ❖ The cooperative search for the best in people, their organisations and the world around them. It involves systematic discovery of what gives a system 'life' when it is most effective and capable.

- ❖ *What's been the most meaningful work experience you've ever been involved in?*
- ❖ *Imagine you're sitting here one year from now and over the past twelve months every experience that you've been involved in has been as meaningful as the experience you've just described.*
- ❖ *What can you do to bring your imagined dream to reality?*
- ❖ *What's the smallest change you could make that would have the biggest impact on realising your vision for the year ahead?*

## PARTNER UP



## VIRTUES AND CHARACTER

## STRENGTHS

- Strengths are patterns of thinking, feeling or behaving that, when exercised, will excite, engage and energise you, and allow you to perform at your optimum level.
- Using your strengths can boost your level of engagement by up to six times, making your goals easier to achieve and improving your sense of satisfaction with life.

## BENEFITS OF USING STRENGTHS

- *Increases self awareness and perspective*
- Generates optimism
- Develops confidence
- Reduces stress
- *Increases vitality*
- Builds resilience
- Promotes goal- striving
- *Helps create change*
- Benefits wellbeing
- *Contributes to success*
- Assists with improvement



## CLIFTON YOUTH STRENGTH FINDER

TABLE 3.3 The 10 talent themes of the Clifton Youth StrengthsExplorer.

**Achieving:** Youths especially talented in the achieving theme like to accomplish things and have a great deal of energy.

**Caring:** Youths especially talented in the caring theme enjoy helping others.

**Competing:** Youths especially talented in the competing theme enjoy measuring their performance against that of others and have a great desire to win.

**Confidence:** Youths especially talented in the confidence theme believe in themselves and their ability to be successful in their endeavors.

**Dependability:** Youths especially talented in the dependability theme keep their promises and show a high level of responsibility.

**Discoverer:** Youths especially talented in the discoverer theme tend to be very curious and like to ask "Why?" and "How?"

**Future thinker:** Youths especially talented in the future thinker theme tend to think about what's possible beyond the present time, even beyond their lifetime.

**Organizer:** Youths especially talented in the organizer theme are good at scheduling, planning, and organizing.

**Presence:** Youths especially talented in the presence theme like to tell stories and be at the center of attention.

**Relating:** Youths especially talented in the relating theme are good at establishing meaningful friendships and maintaining them.

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<b>WISDOM</b> • Creativity • Resourcefulness • Openness	<b>CREATIVITY</b> • Idealism • Idealism/Realism • Openness	<b>CURIOSITY</b> • Idealism • Idealism/Realism • Openness	<b>JUDGMENT</b> • Critical Thinking • Planning Things • Strategy • Adding to Knowledge	<b>LOVE OF LEARNING</b> • Mastering New Skills & Talent • Spontaneity • Adding to Knowledge	<b>PERSPECTIVE</b> • Wisdom • Planning Things • Strategy • Adding to Knowledge
<b>COURAGE</b> • Value • Not Shying from Fear • Seeking to be the Best	<b>PERSEVERANCE</b> • Persistence • Reliability • Finding What One Wants	<b>HONESTY</b> • Authenticity • Integrity	<b>ZEST</b> • Vitality • Enthusiasm • Energy • Feeling Alive	<b>RELATING</b> • Finding Common Ground • Finding What One Wants • Other People's Tools	<b>SOCIAL INTELLIGENCE</b> • Finding Common Ground • Finding What One Wants • Other People's Tools
<b>HUMANITY</b> • Both Living and Being Loved • Making Close Relationships with Others	<b>JOY</b> • Optimism • Positivity • Care & Compassion • Humor • "No Worries"	<b>LEADERSHIP</b> • Inspiring Others • Activities • Encouraging Others to Get Things Done	<b>FAIRNESS</b> • Just • Not Letting Feelings Rule • Not Letting Feelings Rule	<b>TEMPERANCE</b> • Self-control • Discipline • Managing Problems & Emotions	<b>SELF-REGULATION</b> • Self-control • Discipline • Managing Problems & Emotions
<b>JUSTICE</b> • Citizenship • Social Responsibility • Loyalty	<b>TRANSCENDENCE</b> • Transcending the Ordinary • Love • Wonder • Inspiration • Feeling Blessed	<b>HOPE</b> • Optimism • Future-Mindedness • Future Orientation	<b>HUMOR</b> • Humor • Bringing Smiles to Others • Lighthearted	<b>TRANSCENDENCE</b> • Transcending the Ordinary • Love • Wonder • Inspiration • Feeling Blessed	<b>TRANSCENDENCE</b> • Transcending the Ordinary • Love • Wonder • Inspiration • Feeling Blessed

## YOUR SIGNATURE STRENGTHS

- Top 5 VIA generally your SS
- You are the best judge of your strengths
- Who are you at your best
- Those strengths that feel essential to who you are
- When you feel energized

## STRENGTHS FOR SCHOOL SUCCESS



## RANKING

- Perseverance for students?
- Where was it for you?
- Self-control?
- Humor?
- Hope?

## STRENGTHS AT SCHOOL

- Emphasising strengths in schoolwork is far more enjoyable and productive than working on weaknesses, especially for those students whose strengths are not in the traditional academic domain
- When student's engage their strengths they tend to learn more readily, perform at a higher level, are more motivated and confident, and have a stronger sense of confidence and satisfaction

SACRED HEART COLLEGE STAFF CHARACTER STRENGTHS																		
STAFF MEMBER	WISDOM			COURAGE			HUMILITY			JUSTICE			TEMPERANCE			TRANSCENDENCE		
	Compassion	Gratitude	Love for Others	Forgiveness	Patience	Humor	Modesty	Kindness	Trustworthiness	Integrity	Self-control	Self-discipline	Self-awareness	Self-control	Self-awareness	Self-control	Self-awareness	
Laura Allison		4	1					3	5							2	2	
Clara Japhar	5	4								4						2	1	
Yanya Adenomon			1				3	3								2		
Linda Berachon									4	1	3		2	5				
Jenny Bollen		1			4				2	1	3			3	1			
Mary Goodman					1			2	5									
Janelle Kuehnle	5	4			2	4										3	1	
Peter Beebe			2	4												5	3	
Jennifer Beale					5												1	
Jenny Burt		4	3		3	1		2	3	2	1						4	
Buradette Carroll								2	4	5	1					4	3	
Michael Chana	2	1														5	5	
Wendy Collins					3				5	2	4						1	
Sherry Cowan					5	4										2	3	
Ann Marie Jazell								2	3	4	1					3	3	
Jane Cudler	5	3						4				2				1		
Kiaren Daley		5	2															
Robynne Lantz				5				2	4		3	4				1		
Jane Pizzomonte		4	2							1	3					5	1	
Ben Fletcher		2	1		5	4		3										
Lisa Ingdore									1									
Neia Fraser						4	5			3			4	2				

## STAFF STRENGTHS PROFILE

RANK	STRENGTH	PERCENTAGE
1	Kindness	50%
2	Gratitude	43%
3	Fairness	41%
4	Love	36%
5	Honesty	35%

RANK	STRENGTH	PERCENTAGE
21	Creativity	7%
22	Self regulation	6%
23	Humility	.5%
24	Hope	.01%

## SPOTTING STRENGTHS

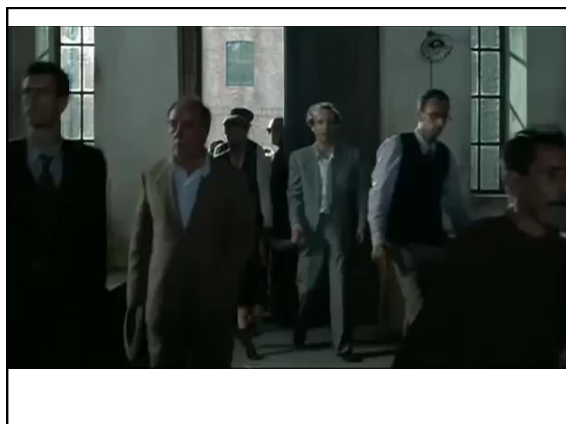
## STRENGTH BLINDNESS



## SPOTTING STRENGTHS


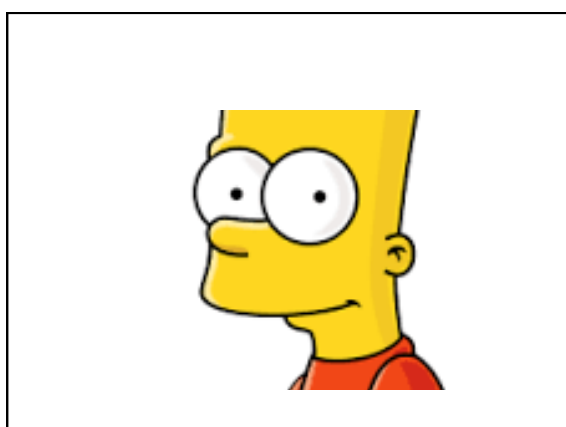
- Corrects our misconceptions
- Affirms self concept
- Promotes increased use
- Increases positive emotions
- Foster connection
- Increases awareness of what is good in others






**SHADOW STRENGTHS**

- Can overuse strengths
- Use a strength in the wrong situation/ wrong time
- Use strength in a manipulative way
  - Kindness – Intrusive
  - Forgiveness – Permissive
  - Zest – Hyperactive
  - Bravery – Reckless

**SHADOW OR OVER USED STRENGTHS**

- Student is socially isolated and often stays in library during breaks
- Student is highly anxious and frightened to go on camp for the first time
- Student continuously gets into fights and backchats teachers



## STRENGTHS WITH STUDENTS

- Reflections/ strength journal
- Collective strengths Team/ Family/ Class
- Strength detective – spy strengths and share later
- Stories and books
- Strength family trees



## EXPLORING AND USING STRENGTHS

- Helped in past/ in future
- To learn
- Strength of the week
- Strength related goal setting
- Strength matching
- Having a strength prompt
- Thinking of strengths as available resources
- Recent strength use
- Using strengths in new ways
- Real world applications (Sport, friends, challenges)
- Growing and building new strengths



## USING STRENGTHS

We need to learn how to use the right strength, to the right amount, in the right way, at the right time.



## STRENGTH BASED PARENTING



## PARENTING TRENDS

- Emotional safeguarding
- Comfort addiction
- Intellectually challenged but not socially or emotionally



~~FAILURE~~  
SUCCESS







### FINAL REFLECTION

What do you especially want to remember from today? Take a minute to review your notes and highlight, star, or summarise what you want to remember.

Based on what you've learned so far, what is one small doable goal you can set for yourself?

### THANKS VERY MUCH

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